DOCUMENT RESUME

ED 405 664 EC 303 351

AUTHOR	Horsman, Kelley
TITLE	Job Search Strategies for Students with Disabilities: A Nuts and Bolts Approach: Eastern Washington University Career Opportunities for Students with Disabilities.
INSTITUTION	Eastern Washington Univ., Cheney.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	Jul 94
CONTRACT	H-078-C-10015
NOTE	64p.; The videotape should be accompanied by training materials specific to each school's personal needs. Videotape not available from ERIC. For Faculty/Staff Handbook, see EC 303 350.
AVAILABLE FROM	Continuing Education, Eastern Washington University, MS #162, Cheney, WA 99004 ($20 video, prepaid, make checks payable to Continuing Education, Eastern Washington University).
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Career Planning; Civil Rights Legislation; *Disabilities; Employment Interviews; Equal Opportunities (Jobs); Federal Legislation; Higher Education; Job Applicants; *Job Application; *Job Search Methods; Networks; Resumes (Personal); Secondary Education; Self Evaluation (Individuals); *Vocational Interests
IDENTIFIERS	Americans with Disabilities Act 1990; Washington

ABSTRACT

This guidebook is accompanied by a videocassette, on job search strategies for students with disabilities (the videotape should be accompanied by each school's own training materials based on personal needs). The guide begins with information on Title I of the Americans with Disabilities Act. It discusses the Title's purpose, main provisions, and important definitions. The type of employment protections provided in the job application process, during the job interview, in the employment decision, and while on the job are outlined. Students are encouraged to approach their work search and career decision making with careful consideration and enthusiasm. A self-assessment process is presented for examining likes and dislikes in various life activities, leading to a list of skills and interest areas for career development. Tools to help students sort through their skills, abilities, interests, and values in order to make informed career decisions are noted, along with descriptions of publications such as the "Dictionary of Occupational Titles." Networking and informational interviews are presented as methods of gaining information and contacts in certain types of work and learning of open positions. Suggestions for writing resumes and cover letters are offered. Procedures for determining when job seekers should disclose their disability are presented. Guidelines for performing well in job interviews are also discussed. The final section lists national and local (Spokane, Washington) organizational resources, employment hot lines, and a 14-item bibliography. The 10-minute videocassette emphasizes the importance of self-confidence in job interviews, preparing for the job interview, disclosing one's disability, and outlining accommodations needed. (JDD)

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JOB SEARCH STRATEGIES

FOR

STUDENTS WITH DISABILITIES

A NUTS AND BOLTS APPROACH

EASTERN WASHINGTON UNIVERSITY
CAREER OPPORTUNITIES
FOR STUDENTS WITH DISABILITIES

BY
KELLEY HORSMAN

EC 303351

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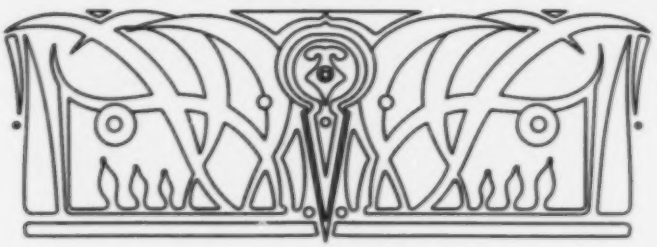
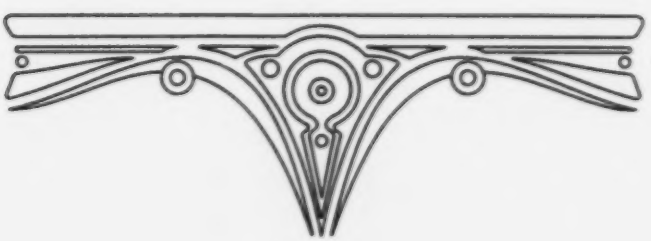
This handbook was funded through a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (Grant No. H-078-C-10015) to Eastern Washington University. The opinions expressed are those of the author and should not be considered legal advice.



ACKNOWLEDGMENTS

I would like to give special thanks to Dr. Deborah Smith for contributing the first two sections of this handbook and Trisha Moser and Sybil Grey for their contributions in the resume section. I would also like to thank my editor, Lynn Harty, from the Eastern Washington University Writing Center, for both her editing and support. It was a real pleasure working with you.



July 1994

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SECTION I: STUDENT GUIDE TO TITLE I OF THE AMERICANS WITH DISABILITIES ACT

INTRODUCTION

The passage of Title I of the American with Disabilities Act of 1990 (ADA) has opened the door of opportunity for individuals who may have been previously discriminated against in competitive employment situations. This handbook will present a brief overview of the ADA and provide some strategies to help students with disabilities make career decisions and conduct an effective work search.

WHAT IS THE ADA?

Enacted on July 26, 1990, and put into effect in 1992, the ADA is a federal statute that prohibits discrimination against individuals on the basis of disability. For students with disabilities the ADA provides comprehensive civil rights protections in the areas of:

- employment (Title I),
- state and local government services (e.g. public transportation) and telecommunications (Title II) and,
- public accommodations (Title III)

WHAT IS THE PURPOSE OF TITLE I OF THE ADA?

Title I of the ADA is designed to remove barriers which prevent qualified individuals with disabilities from enjoying the same employment opportunities that are available to persons without disabilities.

WHAT ARE THE MAIN PROVISIONS OF TITLE I OF THE ADA?

Title I of the ADA seeks to ensure access to equal employment opportunities based on merit. It does not

- guarantee equal results,

- establish quotas, or
- require preferences favoring persons with disabilities

- Title I of the ADA establishes a process in which the employer must assess a disabled person's ability to perform the essential functions of the specific job.
- Title I of the ADA does not relieve an employee or applicant from the obligation to perform the essential functions of the job.

When a person's disability creates a barrier to employment opportunities, Title I of ADA requires employers to consider whether reasonable accommodation could remove the barrier. Such accommodations usually take the form of adjustments to the way a job is customarily performed or to the work environment itself. The determination of whether an individual is qualified for a particular position must be made on a case-by-case basis. No specific form of accommodation is guaranteed for all individuals with a particular disability.

WHAT ARE THE IMPORTANT DEFINITIONS?

The Americans with Disabilities Act affords equal employment protection to individuals with disabilities. The ADA provides a broad definition of disability which is as follows:

PERSON WITH A DISABILITY

A. An individual having a physical or mental impairment which substantially limits one or more of the major life activities of the individual;

B. An individual having a record of such an impairment; or

C. An individual regarded as having such an impairment

The ADA's definition of disability does not include persons who (a) are current users of illegal drugs or alcohol, (b) are homosexual or bisexual, (c) have sexual behavior disorders, (d) are compulsive gamblers, kleptomaniacs, or pyromaniacs, and (e) who have psychoactive substance abuse disorders resulting from current illegal use of drugs. The first element of the ADA's definition of disability stipulates that the physical or mental impairment must substantially limit one or more of the major life activities of the individual. The ADA defines major life activities and substantial limitations as follows:

MAJOR LIFE ACTIVITIES

Major life activities include such functions as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

SUBSTANTIAL LIMITATIONS

Substantial limitations occur if individuals are unable to perform a major life activity or are significantly restricted in a major life activity when compared with the average person in the general population. Such limitations are determined by considering (a) the nature and severity of the impairment, (b) the duration or expected duration of the impairment, and (c) the permanent or long-term impact resulting from the impairment.

Example: **An individual having paraplegia would be significantly limited in the major life activity of walking. This individual would be considered to have a disability.**

The second element of the ADA's definition of disability refers to persons who have a history of a physical or mental impairment. Record of impairment is defined as follows:

RECORD OF IMPAIRMENT

People with records of impairment are those who have had a physical or mental impairment which substantially limited a major life activity, but no longer have such an impairment. Record of impairment also includes those who have been misdiagnosed as having such an impairment.

Example: **An individual has a record of impairment who has been successfully treated for cancer but who faces employment discrimination based on this history.**

The third element of the ADA's definition of disability refers to persons who are regarded as having substantial physical or mental impairments:

REGARDED AS HAVING AN IMPAIRMENT

This phrase refers to persons who have an impairment which does not substantially limit a major life activity but who are regarded as having significant limitations, those whose life activities are substantially limited by the negative attitudes of others, and those who have no impairments but are treated as having a substantially limiting impairment.

Example: **An individual who is HIV positive but has not developed symptoms of AIDS is regarded as having an impairment if an employer discriminates against the individual based on this diagnosis.**

In addition to defining who is considered to have a disability, the ADA also indicates that an individual with a disability must be "qualified" before discrimination may occur. The legislation defines qualified in the following manner:

QUALIFIED INDIVIDUAL WITH A DISABILITY

This phrase refers to an individual with a disability who, with or without reasonable accommodation, could perform the essential functions of the employment position that the individual holds or desires to hold.

Example: **An individual with paraplegia has completed college with a degree in banking and finance. He or she has applied for a job with XYZ bank and meets entry level criteria for this position. He or she could perform this job with work-site modifications. This person is qualified to perform the job which he or she desires to hold.**

The preceding definition stresses that the individual must be able to perform the essential functions of the job that he or she holds or desires to hold. Essential functions are define as follows:

ESSENTIAL FUNCTIONS

Essential functions are the fundamental job duties of the position that the person with a disability holds or desires to hold. Essential functions do not include marginal job duties. A job duty may be considered essential when:

- the position exists to perform the function;
- there are only a limited number of employees to whom the function could be distributed; or,

- the function is so highly specialized that the individual would be hired for his or her ability to perform the function (i.e., it could not be distributed to other employees).

AN EMPLOYER WHO IS SUBJECT TO THE ADA LAW IS DEFINED AS:

A person engaged in an industry affecting commerce who has 15 or more employees for each working day in each of 20 or more calendar weeks in the current or preceding year, or any agent of that person. Employers who are subject to the law are required to follow certain hiring practices. These practices are described in the following chapter.

SECTION II: ADA AND THE APPLICATION PROCESS

WHAT TYPE OF EMPLOYMENT PROTECTION IS PROVIDED BY THE ADA?

If you meet the definition of disability as described and are qualified for jobs for which you may apply, then it is unlawful for employers to discriminate against you in their employment practices and procedures. You are protected when applying for jobs, during the job interview, during the employment decision, and after you have begun working.

APPLYING FOR JOBS

When applying for jobs, employers may not engage in practices which might potentially limit your employment opportunities. Specifically prohibited practices include:

- Requiring that you take a pre-employment physical examination.
- Asking about the existence of a disability on an application for employment form (Unless the employer is required to do so to comply with Section 503 of the Rehabilitation Act of 1973. In this case, your giving this information is totally voluntary).
- Requiring you to take qualification tests which do not reflect the essential functions of the job for which you are applying.
- Requiring you to take a qualification test without providing you with accommodations which would allow you to take the test on an equal basis with non-disabled applicants (except for tests of manual, speaking, and sensory skills when the tests are intended to measure those skills).
- Using qualification standards which tend to screen out individuals with disabilities (such as lifting requirements) unless these standards reflect the essential functions of the job. Even when the standards reflect essential functions, they may be discriminatory if you could perform the function with some type of accommodation.

THE JOB INTERVIEW

The ADA also assures you of the right to a job interview that is nondiscriminatory. Activities which are prohibited include:

- Asking you if you have a disability (even if you have an obvious impairment). The employer may only ask if you can perform the essential functions of the job for which you are interviewing and if you would require accommodation to be able to perform the job. The employer may ask you to demonstrate or describe how you would be able to perform the job if any accommodations are needed. If you have a "hidden" disability and request accommodation, the employer may ask you to provide documentation of the disability and its limitations.
- Interviewing you in a non-accessible location or manner. However, if you will need accommodation during the interview, then it is your responsibility to let the employer know what type(s) of accommodations you will need (e.g., if you need an interpreter or will need to be interviewed in a building which is accessible for wheelchair users).
- Making inquiries about the severity or nature of your disability, such as how you acquired your disability.
- Making inquiries about any medical treatment associated with your disability.

THE EMPLOYMENT DECISION

When making the employment decision, employers may not:

- Deny you employment based solely on the existence of your disability.
- Deny you employment based on the need to provide reasonable accommodation.
- Deny you employment based on myths, stereotypes, or misconceptions about persons with your type of disability (or disabilities in general).

ON THE JOB

Once you have been offered the job, the employer may require you to have a post-offer medical examination if this examination is required of all entering employees in that class of jobs. If this examination indicates limitations that prevent you from performing the essential functions of the job, with accommodation, then you would no longer be considered qualified, and the job offer may be withdrawn.

Once you have begun working, employers may not:

- Limit your duties based on myths about persons with disabilities or assumptions about what is "best" for individuals having disabilities.
- Require you to use segregated office spaces, break-rooms, lunch-rooms, or lounges.
- Fail to provide you with an accommodation which would allow you to perform the essential functions of the job, unless the accommodation would result in an undue hardship for the employer (see exceptions, below).
- Deny you equal access to any health insurance coverage which is provided for other employees.
- Deny you promotion based on the existence of your disability or the need for accommodation.
- Deny you access to employer-sponsored training based on the existence of your disability or the need for accommodation.

ARE THERE ANY EXCEPTIONS TO THE EMPLOYMENT PROTECTIONS OUTLINED ABOVE?

Employers are not required to provide you with accommodations if doing so would result in an undue hardship for the employer. An accommodation would be considered an undue hardship if it involved significant difficulty or expense for the employer. For

an employer to show that an accommodation posed an undue hardship, the following would have to be proven:

(a) The cost is undue in relation to the employer's budget or

(b) The provision of the accommodation would be unduly disruptive to other employees.

When examining the cost of an accommodation, the employer must examine alternative means by which the accommodation could be provided (e.g., vocational rehabilitation, tax credits, or the resources of the individual with a disability to pay for the part of the accommodation which constitutes an undue hardship).

Employers are not required to provide the "best" or most expensive accommodation. They are only required to provide an accommodation which allows the individual an equal opportunity to perform the essential functions of the job. You have the right to refuse an accommodation. This refusal, however, may mean that you are no longer considered to be a qualified individual with a disability.

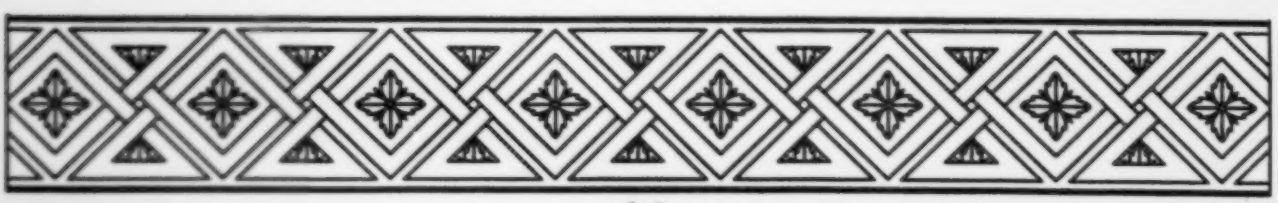
The employer is not required to hire an individual with a disability if doing so would present a direct threat to the safety of the individual or other workers, unless the direct threat could be reduced through accommodation. The employer must document that there exists a significant and imminent probability for substantial harm if the individual is hired. Speculative risks that are based on myths, misconceptions, and stereotypes do not constitute a direct threat. Mild risks associated with a disability do not constitute a direct threat.

The employer may ask that you voluntarily participate in medical examinations. He or she may also make inquiries about the nature of your disability and its limitations as part of identifying reasonable accommodations to help you perform the essential functions of the job.

SECTION III: IMPLICATIONS OF THE ADA FOR THE STUDENT

So, what does all of this mean to you, the job seeker? It means that you must know yourself and your abilities and the nature of the work for which you are applying. This knowledge will assist you in being your best advocate. While in college you will need to make career decisions that complement your skills, abilities, interests and values. You can accomplish this by doing an in-depth self-assessment and by researching careers and appropriate majors.

Researching careers may involve reading information about specific jobs and conducting informational interviews with professionals who are familiar with or work in specific fields. You may also visit a work site and observe employees who perform work that interests you. Internships and/or part-time, volunteer or seasonal work are available through your internship office, student employment, financial resources office or career services. This type of paid or non-paid employment will allow you to test career choices and will help to build your resume. This probably sounds like a lot of work, but consider how much time, energy and money you have put or will be putting into your education. Most people attend college to obtain employment and improve their quality of life. If you want a good job after you graduate, then you need to approach your work search and career decision making with the same enthusiasm that you have in your educational pursuit. Competition for jobs is stiff, and the people who get hired are the ones who have prepared and can effectively communicate their preparation, skills and abilities in an interview. So, let's get started.



SECTION IV: SELF-ASSESSMENT

We all have life experiences that we have or have not enjoyed. The first step in evaluating what is important to you is to spend some time thinking about activities in which you have engaged. Think about both work and leisure activities. Take, for example, the activity of fishing. Let's say that fishing is something you have done that has given you a lot of pleasure. Think about the activities that are involved with the process of fishing. Did you like it because it is a solitary activity? Was being out of doors what you enjoyed most? Or maybe it was the physical part of fishing, such as hiking to your favorite fishing spot, that gave you pleasure. What didn't you like about the activity? In most careers, you will find some of the elements you enjoyed in your leisure activities.

Following this line of thinking, make a list of all your hobbies, crafts, sports, work situations (both paid and non-paid), involvement in church or social organizations, etc. Write down the list of activities and analyze each for your likes and dislikes. If there are activities that you feel you may no longer engage in because your disability is recently acquired, do not discount them or leave them out. There may be accommodations you are not yet familiar with that will assist you in accomplishing certain tasks.

ACTIVITY	LIKES	DISLIKES

ACTIVITY	LIKES	DISLIKES
ACTIVITY	LIKES	DISLIKES
ACTIVITY	LIKES	DISLIKES
ACTIVITY	LIKES	DISLIKES
ACTIVITY	LIKES	DISLIKES

Let's examine your activities list and see what kinds of psychological needs are satisfied by your life experiences. From the following list, check the psychological needs or values that have been met by your past activities:

To lead	To have identity
To follow	To have status
To participate	To belong to a group
To create	To be competent
To be sociable	To influence
To build	To be independent
To serve	To have direction from others
To work hard	To be with people
To compete	To be alone
To cooperate	To gain approval
To contribute	To experience stability
To be useful	To achieve
To structure your life	To be responsible

From the psychological needs you have checked, list the five you value most below:

_____

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Now look at your work and activities list again and think about the skills and abilities you have developed in your activities, education, work and involvement in

organizations. Check the skills and abilities you have gained or identified through your life activities.

meeting deadlines	speaking in public	supervising others
accepting responsibility	solving problems	being goal oriented
meeting the public	planning	budgeting
increasing efficiency	instructing others	managing projects
assembling	building or constructing	operating vehicles
using your hands	making things	inspecting things
using hand tools	repairing things	operating machinery
operating a computer	analyzing data	auditing records
computing data	directing others	compiling data
handling details	taking inventory	taking risks
administering	caring for others	directing others
counseling others	demonstrating	being diplomatic
interviewing	listening	solving problems
persuading	being sociable	communicating tactfully
teaching	being tolerant	being sensitive
being firm	showing understanding	being insightful
communicating orally	communicating in writing	artistically skilled
creating new ideas	designing	editing
being inventive	remembering information	researching
arranging social functions	making decisions	delegating tasks
motivating others	negotiating	running meetings

From the skills and abilities that you selected, list the ten skills in which you are most proficient or that you find the most pleasant to perform:

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_____

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Have you found a pattern here? You will probably find that you are drawn either to working with others or working alone. You may enjoy activities that are clean (like working at a desk) and that are performed indoors or perhaps you like to be outside. You may find the most satisfaction in reading, learning new concepts or teaching skills to others.

By now you have, hopefully, discovered that you have a wide array of skills and interests that you have developed through your life's activities. From all of these lists you should have some idea about what you may like or value in a future job or career. With this knowledge the next step is to research jobs and career opportunities using the resources identified in the next section.

SECTION V: USE OF RESOURCES

There are tools available to help you sort through your skills, abilities, interests and values in order to make informed career decisions. These tools include computerized assessments such as the System for Interactive Guidance and Information (SIGI) and Discover, paper and pen assessments like Holland's Self Directed Search, professional publications and people you know.

Assessment tools will not give you all the answers in making a career decision. They will simply give you some basic information on which to build. Occasionally assessment tools will not present as an option the job you think you want. If this occurs then look at the elements of the position to find out why it did not appear on your potential job list. For example, you may want to be a high school teacher, but you indicated in an assessment tool that high pay was the most important criteria in the job you want. Teacher would be eliminated because it is not considered a high paying job.

SIGI and Discover seem to be the computerized assessment tools most often used on campuses or in public libraries, so they will be the only tools that will be discussed here. Remember that any system like SIGI and Discover is simply a tool that will give you information based on how you respond to questions.

SYSTEM FOR INTERACTIVE GUIDANCE AND INFORMATION (SIGI)

When using SIGI you will do a self-assessment based on values and interests; choose features you want in your work; list selected occupations to learn about certain aspects of the positions; find out what kinds of skills and education are needed to perform certain jobs; and learn how to prepare for certain occupations. SIGI will also provide you information on what kind of work you can do with specific degrees.

DISCOVER

The Discover system will match positions on the "World of Work Map" to your responses to questions concerning your interests in certain activities, your rating of your abilities, values, activities in which you have engaged, and characteristics you desire in your work. The "World of Work Map" is made up of the following job clusters:

- Business Contact Cluster
- Science Job Cluster
- Arts Job Cluster
- Technical Job Cluster
- Social Service Job Cluster

Some publications you may find helpful are the *Dictionary of Occupational Titles* (DOT), *Occupational Outlook Handbook* (OOH), the *Washington Occupational Information System* (WOIS) and professional journals (targeted to your area of career interest) to name a few.

DICTIONARY OF OCCUPATIONAL TITLES (DOT)

The DOT is a government publication that lists more than 12,000 job titles and descriptions. It can be used to research the work involved for specific job titles, to review before writing your resume or to survey jobs in a specific industry. The DOT is organized by numbers that correspond with major functions of the jobs. Jobs are assigned numbers based on the industry classification and their relationship to data, people and things. Examples of the basic industry classifications (represented by the first three digits) are as follows:

- 0/1 Professional, technical, and managerial occupations
- 2 Clerical and sales occupations
- 3 Service occupations
- 4 Agricultural, fishery, forestry and related occupations
- 5 Processing occupations
- 6 Machine trade occupations
- 7 Benchwork occupations
- 8 Structural work occupations
- 9 Miscellaneous occupations

The functions represented by the middle three digits are listed below:

DATA	PEOPLE	THINGS
0 Synthesizing	0 Mentoring	0 Setting-Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signaling	6 Feeding-Offbearing
	7 Serving	
	8 Taking Instructions-Helping	

Occupational Outlook Handbook (OOH)

The *Occupational Outlook Handbook* (OOH) is another government publication that provides information and employment outlook for about 250 occupations. The information includes:

- related DOT codes
- a description of the nature of the work
- number of people employed in the occupation
- national job outlook
- sources of additional information about the occupation

Washington Occupational Information System (WOIS)

You can learn about the occupational outlook in the state of Washington by using the *Washington Occupational Information System* (WOIS), which is a series of books that provide the following information on over 4,800 occupations:

- **Occupational Summary** - job duties, possible drawbacks and related occupations
- **Component Occupations** - occupations that are part of this title from the DOT
- **Advancement Opportunities** - methods by which workers are promoted and the job titles to which people can advance
- **Work Setting** - working conditions, physical surroundings and typical hours of work
- **Wages** - average wages for entry level and experienced workers (based on geographic location), fringe benefits and employment related costs to workers
- **Current Employment** - the number of people employed in each occupation state wide
- **Outlook** - chances of being hired, factors that influence the chances and, when available, future employment trends
- **Personal Characteristics** - abilities, physical requirements, skills and knowledge needed
- **Hiring Practices** - the most common way people find out about job openings, characteristics that employers prefer or require, and degrees, licenses or special requirements for certification
- **Preparation** - length and type of training needed to enter the occupation
- **Professional Associations or Unions** - names, addresses and phone numbers for organizations that can give additional information about each occupation
- **Books and Periodicals** - titles of books and publications that can provide additional information about each occupation

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Based on your evaluation of your skills and interests and all of your library research, you can develop a list of positions that interest you enough to research further by talking to people in the field or by actually working in an internship, volunteering or paid part-time or summer work.

SECTION VI: NETWORKING AND INFORMATIONAL INTERVIEWS

NETWORKING

Networking is method to gain information or contacts by telling everyone you know that you are seeking information about the requirements or essential functions of certain types of work. It is also an effective method of learning of open positions. Using this technique you will let everybody know (friends, relatives, neighbors, fellow members of professional organizations) that you are wanting to learn about a specific field or are seeking work. The following section will address networking and the informational interview.

THE INFORMATIONAL INTERVIEW

So, you've told everybody you know about the kind of work you want to research. You've asked them if they know anybody who performs that work or who can give you information about the nature of the work. Several of your contacts should be able to give you names of people to talk with. Your personal contact can often clear the way for you by making the initial contact with the employer to ask if he or she would be willing to talk with you. Or with the friend's permission you may contact the employer or individual directly. You are now ready for the informational interview.

The informational interview is a method that involves meeting with an individual one-on-one or in a group to ask questions about a specific career or industry. In this section we will be focusing on the informational interview for learning about the nature of the work and not as a work search tool. Many people have used the informational interview to get a foot in the door rather than to actually gather information. Since the informational interview is a tool that has been abused, make sure that you emphasize

you want only information and that you are not yet ready to seek work when you contact, an employer.

When you make your initial contact, a script may go something like this: "Hello, (employer's name), this is Susan Student. Rita Relative suggested that you would be a good person to contact to learn more about the field of marketing (or your chosen field). I am a junior at State University, so I am not yet seeking employment, just information." If the employer quizzes you on your specific interest and if you are an individual who may be in need of accommodations to perform the essential functions of certain types of work, tell the employer about your disability. You may say, for example, "I have limited vision, and I want to have a better understanding of the occupation, so I can identify the type of accommodation I may need to perform the work."

If you have a hidden disability, you need not disclose anything to the employer. It is your choice no matter what your disability. You may simply state to the employer that you are interested in entering a certain field and were told that the employer was knowledgeable and would be a good source of information.

Prior to your visit carefully prepare the questions you will ask the employer. You want to ensure that you best utilize the time spent with this expert and not waste his or her or your own time. Questions you may want to ask are as follows:

- What is involved in a typical day for this type of work?
- What kind of education is needed to enter this field?
- How much work experience is needed?
- What kind of prior work experience is valued in this field?
- Do employers traditionally utilize interns?
- What salary range can a person expect when entering this field?
- Can you give me the essential functions of this position?

If the employer or individual is not familiar with the term essential functions, you may need to define the phrase. The essential functions are basically the results expected from the work, the tasks you are expected to accomplish. So you should develop a statement that will communicate that information.

The previous questions are just a few examples. Think of the work environment you desire, your values, interests and abilities, and create your own set of questions. **Remember:** you have about twenty seconds to make a good impression so even though you are not applying for a position, wear your best interview clothes and dress conservatively. Go alone unless you are taking an interpreter or using the services of a personal attendant (see interviewing section).

If you still have an interest in the field, after the informational interview, you might ask if you could observe someone who performs the work in which you are interested. If you will need accommodations this observation is an effective way to learn about the essential functions of the job so that you can decide what accommodations will assist you in effectively performing the work. Be sure to send a thank-you note to the employer and the individual you observe within two or three days of the informational interview or observation.

STRATEGIES TO LEARN ABOUT POTENTIAL JOB OPPORTUNITIES

In addition to learning about the nature of work networking is an extremely effective method to learn of open positions as the majority of jobs are not advertised. It is, however, not the only approach you should use to learn about jobs. Other sources you should use include:

News publications:

- newspaper want ads (avoid advertisements from employee fee paid employment agencies
- the business section of the newspaper will inform you of new businesses that are coming to your town and also list people who have applied for business licenses.
- newspapers often have a section that lists the names of people who have been promoted in a company and the company name, which may mean that the promotion has created a new position within the organization
- your local journal of business will also give you information about new companies that are coming to your area

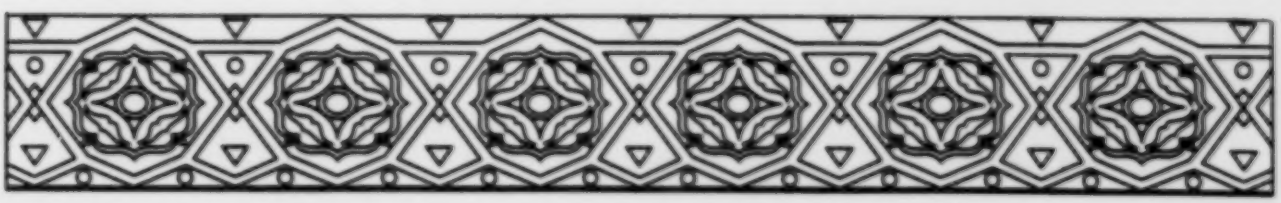
Local agencies or organizations that help people find work:

- your local job service - it is also a good source to learn of state, county and city jobs, as they usually have job announcements available from these agencies
- your college placement office
- agencies that serve persons with disabilities typically do job placement or can refer you to an agency that can help you locate work

Professional associations:

- a club or professional association often have newsletters that inform members of open position

Hopefully, you've now chosen the type of work you want to pursue and you've targeted some potential companies for either an internship, part-time or full-time work. Now is the time to prepare your resume and cover letter.



SECTION VII: RESUME AND COVER LETTER

A resume is one or two page, concise piece of self-advertising that is focused on a specific position or job objective and designed to interest an employer in you as a potential employee or intern. Most employers will want to see a resume before they interview you. The perfect resume clearly demonstrates your ability to produce results in an area of concern to employers, and it presents this information in a way that motivates them to want to meet you. Be sure to sell yourself, tell the truth and include only information that relates to your ability to perform the work.

The statement about telling the truth has probably raised the question "Does that mean that I HAVE TO disclose my disability in the resume?" No, that it not what is being said here. We will cover the issue of disclosure in a later chapter. For now I will tell you that the only time you would want to disclose your disability in a resume or cover letter would be if disclosure would be advantageous to your being offered the position.

USEFUL POINTS FOR RESUME WRITING

- Limit your resume to one page if possible. Two pages are acceptable, however. Check all the information to ensure it supports your employment objective.
- Select the information carefully that is included in your resume. This isn't your life history. Include only items pertinent to your professional interest.
- Begin the resume with what is important. Prioritize your resume by listing information your reader will look for first.
- Stress your accomplishments. This means, emphasizing the results of your actions.
- Design your resume to fit the position for which you are applying. One generic resume will not work for all job openings.
- Print your resume on quality paper and use a color that is easy on the eye. Do not use bright colored paper.
- Use a computer to type your resume so you can make changes easily.
- Remember that, typically, resumes are skimmed rather than read, so the resume must be well organized, concise, focused and action-oriented.

THE TEN MOST COMMON RESUME WRITING MISTAKES

Recently a survey of prime employers, career counselors and employment agencies was conducted to determine the most common mistakes made in the thousands of resumes they see. Here are the top ten.

1. Too long (preferred length is one page).
2. Disorganized - information is scattered around the page - hard to follow.
3. Poorly typed and printed - hard to read - looks unprofessional.
4. Overwritten - long paragraphs and sentences - takes too long to say too little.
5. Too Sparse - gives only bare essentials of dates and job titles - with little job content.
6. Not oriented for results - doesn't show what the candidate accomplished on the job.
7. Too many irrelevancies - height, weight, sex, health, marital status are not needed.
8. Misspellings, typographical errors, poor grammar.
9. Tries too hard - fancy typesetting and binders, photographs and exotic paper stocks.
10. Misdirected - too many resumes arrive on employers' desks unrequested, and with little or no apparent connections to the organization. Never send a resume without a cover letter.

PREPARING TO WRITE A RESUME

Think about your volunteer, internship and paid work activities. Write the following information on a piece of paper.

1. Position title

   Include the name of the company, workplace or organization, and period of time covered by employment.

2. Skill Assessment

   List of all the tasks, duties, and responsibilities that you had in the job. Be specific and complete.

3. Resume entries

Convert each task or duty into a one-liner (a short, descriptive statement that begins with an action verb, a list of action verbs follows).

For example:

Task/duty: Kept track of number of shirts, socks, belts and suspenders, was responsible for ordering when supplies were low.

One-liner: Inventoried and ordered standard merchandise in men's wear department.

Task/duty: When new employees were hired, made sure they knew how to fill orders and ring up orders on cash register.

One-liner: Trained and supervised 10 full-time and 20 part-time employees.

4. Skill organization

After each task has been rewritten, arrange one-liners into skill groups of your choice.

Examples of skill headings: Sales, Management, Fundraising, Office Skills, Computer Skills (You will find a list of skill headings on the following pages that you may use in your resume.)

5. Accomplishment statements

Accomplishments are not responsibilities. Your accomplishments tell how you performed in the job. Accomplishments are results. Describe the ends rather than the means to those ends. Accomplishment statements may be used in the resume, or you may want to bullet them in your cover letter.

Be concrete and specific. Rather than saying, "Increased sales substantially," say, "Increased sales 18% during 1993."

ACTION VERBS

Accelerated
Adapted
Adjusted
Administered
Advised
Analyzed
Approved
Arranged
Assembled
Assigned
Audited
Budgeted
Built
Catalogued
Cleaned
Collected
Communicated
Compared
Competed
Compiled
Completed
Computed
Conceived
Conducted
Conferred
Constructed
Consulted
Contacted
Contracted
Controlled
Coordinated
Corresponded
Created
Decorated
Delegated
Delivered
Demonstrated
Designed
Determined
Developed
Diagrammed
Directed
Discussed
Dispensed
Edited
Effected
Eliminated
Encouraged
Entertained
Established
Evaluated
Examined
Exhibited
Expanded
Expedited
Filled
Formulated
Founded
Generated
Guided
Handled
Hired
Identified
Illustrated
Implemented
Improved
Increased
Influenced
Inspected
Installed
Instructed
Interpreted
Interacted
Interviewed
Invented
Inventoried
Launched
Learned
Lectured
Led
Lifted
Listened
Maintained
Managed
Marketed
Measured
Mediated
Modified
Motivated
Moved
Negotiated
Operated
Ordered
Organized
Originated
Packaged
Performed
Persuaded
Pinpointed
Planned
Prepared
Presented
Processed
Produced
Programmed
Promoted
Proposed
Protected
Proved
Provided
Publicized
Purchased
Received
Recommended
Recorded
Referred
Reinforced
Reordered
Reorganized
Repaired
Reported
Represented
Researched
Resolved
Revamped
Reviewed
Revised
Scheduled
Selected
Served
Set up
Shaped
Shared
Sold
Solved
Streamlined
Structured
Summarized
Supervised
Supported
Systematized
Tallied
Tested
Trained
Translated
Verified
Wrote

SAMPLE EXPERIENCE OR SKILLS HEADINGS FOR THE FUNCTIONAL AND COMBINATION RESUMES

Account Management
Accounting
Administration
Advertising
Architecture
Budgeting
Budgeting/Resource Management
Curriculum Development
Communication
Communications/Media
Community Affairs (Relations)
Competencies
Computer Skills
Consulting
Coordination
Counseling
Creativity (Artistic Creativity)
Customer Service
Data Gathering & Analysis
Data Processing
Design
Display/Merchandising
Drafting
Editing (Editing Publications)
Evaluation
Facilitating
Finance
Financial Planning & Management
Fund-raising
Fund-Raising/Development
Graphic Design/Layout
Human Resources
Instruction
Interpersonal Skills
Interviewing
Interviewing, Evaluation & Assessment
Leadership (Ability)
Leadership & Supervision
Management
Management & Supervision
Management & Training
Marketing
Marketing & Business Planning
Marketing and Sales
Merchandising
Motivational Skills
Negotiating (Contract Negotiation)
Organization
Organizational Ability
Organizing/Coordinating
Personnel (Personnel Development)
Planning
Presentations
Problem Solving
Problem Solving / Communication
Product Development
Program Administration
Program Management & Control
Programming
Project Coordinating & Supervising
Project Planning & Implementation
Promotions/Fundraising
Proposal Preparation & Management
Proposal Writing
Public Relations
Public Speaking
Publicity
Purchasing
Record keeping
Research
Research/Analysis
Resource Management
Retailing
Sales
Sales/Customer Relations
Scheduling
Secretarial
Supervision
Supervision & Training
Training
Training & Development
Writing & Editing

ADJECTIVES (SELF-DESCRIPTIVE WORDS)

Check off the adjectives that apply to you personally and describe your method of work.

I am:

Active	Enterprising	Positive
Accurate	Enthusiastic	Practical
Adaptable	Experienced	Precise
Alert	Expressive	Productive
Ambitious	Fair	Proficient
Analytical	Flexible	Purposeful
Appreciative	Forceful	Qualified
Articulate	Friendly	Realistic
Attentive	Imaginative	Reliable
Committed	Independent	Resourceful
Competent	Innovative	Responsible
Confident	Insightful	Responsive
Conscientious	Knowledgeable	Self-motivated
Consistent	Logical	Self reliant
Constructive	Loyal	Sincere
Cooperative	Mature	Spontaneous
Creative	Methodical	Stable
Decisive	Objective	Structured
Dependable	Open-minded	Systematic
Detail-oriented	Optimistic	Successful
Determined	Orderly	Tactful
Diplomatic	Outgoing	Talented
Disciplined	Perceptive	Task-oriented
Discreet	Persistent	Thorough
Economical	Personable	Thoughtful
Effective	Persuasive	Verbal
Efficient	Pleasant	Well-Organized

Complete the following resume worksheet and use it as a guide to write your resume:

RESUME WORKSHEET

Name: _____ Telephone: _____

Address: _____

Job Objective: _____

_____

Education and Training (Use additional sheets as necessary)

University: _____
Dates Attended: _____
Degree/Areas of emphasis: _____
Honors/Awards: _____
GPA - Cumulative: _____ Major: _____

Work Experience (beginning with most recent position - include paid, volunteer, internships)

Position title: _____
Employer: _____
City and State: _____
Dates of Employment: _____

Job duties:

Ex: helped new workers learn routine - watched for mistakes - corrected work

_____
_____
_____
_____

One-liners:

Ex: Trained, supervised and evaluated new hires

_____

_____

_____

_____

Most significant accomplishments/results

_____

USE ADDITIONAL PAPER AS NEEDED FOR WORK EXPERIENCE

Technical Skills (e.g.: computer hardware, computer software, languages)

_____

Additional Education (Seminars, workshops, personal studies, etc.)

Course/Workshop title: _____
Date(s) attended: _____
Course/Workshop title: _____
Date(s) attended: _____

Highlights of Qualifications

_____

_____

_____

Professional Organizations, Awards, etc.

_____

_____

_____

References

Name: _____

Title: _____

Company: _____

Address: _____

Telephone: _____

Name: _____

Title: _____

Company: _____

Address: _____

Telephone: _____

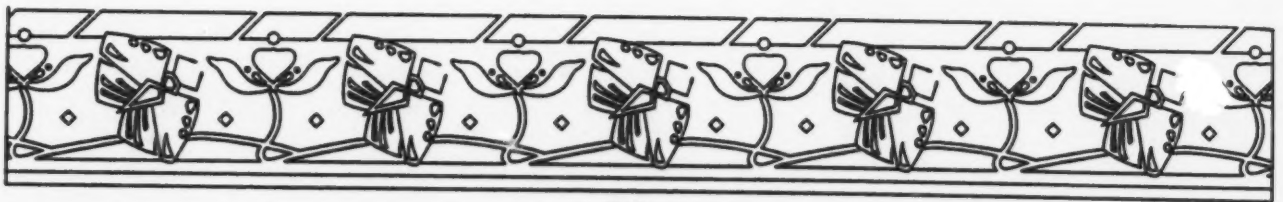
Name: _____

Title: _____

Company: _____

Address: _____

Telephone: _____



TARGETED RESUME

CHRIS JACKSON
Campus PUB xxxx
Cheney, WA. 99004
(xxx) xxx xxxx

Job Target: Public Relations Media Specialist

Education: Bachelor of Arts, English
Eastern Washington University, Cheney, WA. 1994
Concentration: Technical Writing
Minor: Radio-TV

Experience

Public Relations Specialist (Internship - nine mos.) - WA Utility Group, Spokane, WA.
Developed, filmed, and edited informational videotape
Gathered information, wrote, and edited using desktop, publishing software
- Weekly in-house publication
- Monthly brochure for customers

Researched and developed city-wide customer survey... Tabulated results...

Public Relations/Publicity Specialist (Volunteer - four years) - Public TV, Spokane, WA.
Planned, organized and let tours of local public TV station
Researched and completed proposal resulting in $4000 grant for educational video
Planned, organized and produced quarterly newsletter

Assistant Manager, Pat & Mike's Sportswear, Spokane, WA. (two years)
Created and set-up window and in-house displays
Organized style shows to highlight seasonal merchandise
Chosen as "National Sales Person of the Year"

"Eagle Ambassadors" - Eastern Washington University (two years)
Filmed and edited videotape production of campus-wide activities used to market university
Presented information and responded to questions concerning campus
Organized and led tours of university campus and campus facilities

Publicity/Public Relations/Fundraising Chairperson, Tri Business Fraternity (two years)
Filmed and edited videotape production of annual fraternity activities
Represented fraternity at national convention showing videotape collage
Photographed fraternity events and activities
Developed and coordinated fundraising events
- Over $1000 for Heart Association through aerobics event
- Over $5000 in one year period for fraternity

Staff Writer, "Easterner" (University newspaper) and "Free Press" (Community) - (two years)
Wrote and contributed articles weekly to college newspaper and monthly to local newspaper
Sold advertising space for college newspaper

Extensive Travel - Mexico, Spain, Portugal: Bilingual, fluent in Spanish

References - Confidential Placement File, Eastern Washington University, Cheney, WA. 99004

FUNCTIONAL RESUME

Linda Boeck
100 Main St.
Rosalia, Washington 99170
(509) 555-5811

PROFESSIONAL OBJECTIVES

Short term: Opportunity to apply accounting knowledge in a professional accounting atmosphere
Long term: Obtain CPA and CMA certification

Education

Bachelor of Arts, Professional Accounting, June 1993
Eastern Washington University
Cumulative G.P.A. 3.6

Accounting

- Developed and maintained accounting system for small business:
  - Interfaced with CPA
  - Completed quarterly tax reports
  - Calculated payroll and accounts receivable
- Became familiar with Lotus 123, DAC Easy, Computerized Business Statistics, Professional Write, and WordPerfect
- Performed accounting duties in retail merchandise department for a major grocery store chain:
  - Implemented inventory control procedures
  - Established prices
  - Reviewed management correspondence
  - Handled distressed merchandise
  - Prepared receiving reports
- Served as Rosalia's PTA treasurer, assessed their accounting needs, and created a fund accounting system

Administration

- Employed and supervised four employees as a small business owner
- Performed general merchandise management duties for a grocery store
- Co-chaired successful fund raising events as PTA treasurer

Communication

- Created and projected a positive, professional company image
- Maintained positive attitude under pressure and stress
- Assessed customer needs and provided appropriate service

Achievements

- Eastern Washington University Dean's List
- Beta Alpha Psi
- Rosalia PTA treasurer
- Tutored accounting students

Work History

- Rosauers Supermarkets, Veradale, Washington
  Assistant General Merchandise Manager, 1978-1990
- Melissa's Janitorial Service, Spokane, Washington
  Owner/Operator, 1987-1989

CHRONOLOGICAL RESUME

Terry Bruce
W. 816 River Drive
Spokane, WA 99206
(509) 888-6999

OBJECTIVE

An entry level accounting position in a public accounting firm.

EDUCATION

Bachelor of Arts Degree June, 1992
Eastern Washington University, Cheney, Washington
Specializing in Professional Accounting
Grade Point Average 3.7

Relevant Course Work: Intermediate Accounting I, II, and III, Cost Accounting I and II, Individual Tax, I, Auditing I.

WORK EXPERIENCE

Budget Specialist 9/89 - present
Spokane County Budget and Finance Office, Spokane, Washington

Responsibilities: Assist in the planning, development and preparation of the County budget, budget analysis, solve departmental budget shortfalls, prepare monthly financial reports, compile and publish the County budget document, and various administrative and support functions.

Accomplishments: Assisted in automating the 1992 Spokane County budget process, using Lotus 123.

Teller and Account Services Clerk 8/86 - 8/89
Farmers and Merchants Bank, Spokane, Washington

Responsibilities: New accounts representative, served customers with various banking transactions, proofed checking deposits, solved customer problems in balancing checking accounts, audited customer accounts, and handled all bank cash reconciliation as vault teller.

Receptionist/Other Various Positions 9/84 - 7/86
Valley Mission Optical, Spokane, Washington
Increasing level of responsibility earned through promotions.

ACTIVITIES & ACHIEVEMENTS

Vice President, Beta Alpha Psi
National Accounting Fraternity, Eastern Washington University
Becker CPA Student Representative
Volunteer Tutoring Program

REFERENCES

Enclosed

COVER LETTER

A cover letter introduces your resume and describes how you will benefit the targeted organization. It is helpful to know to whom to address the cover letter and some background information about the company. You can gather this information by calling or writing a brief note to the company and asking for their annual reports or by conducting a brief library search. By addressing your letter to a specific person in a department, you personalize your introduction and avoid the chance of your letter getting lost. Displaying your knowledge of a company's products and services reflects your desire to work for a targeted company.

Steps to creating a cover letter
Paragraph 1
This paragraph is used to introduce yourself to the employer and to capture attention.

1. State the reason you are writing the letter.
2. Specify the position for which you are applying.
3. Inform the reader how you found out about the organization.
4. If you have spoken to the employer before, refresh his/her memory by referring to the phone call or personal interaction.

Paragraph 2

The goal of this paragraph is to trigger the employer's interest in your letter.

1. Indicate to the employer why you desire this position
2. Use the research you gathered to display your knowledge base and interest in their organization.

Paragraph 3

In this paragraph the mission is to cause the employer to hire you.

1. Give an overview of your skills and way in which you could benefit the organization.
2. Mention any special highlights on your resume.
3. Express any specific experience or educational preparation that is relevant to the desired position and explain why the evaluator should select you.

Paragraph 4

Wrap up by asking the employer to take action

1. Let the employer know you desire an interview and are flexible as to time and place.
2. Be Positive! Write as if you are certain you will be contacted for an interview.

SAMPLE COVER LETTER

432 N. Monroe Way
Spokane, WA 99207
July 8, 1994

Mr. Stephen Barns, Environmental Technician
Smith and Associates
E. 4509 Sprague
Spokane, WA 99202

Dear Mr. Barns:

I learned of the available environmental research assistant's position through the Placement Office at Eastern Washington University. I support the commitment of your company to maintain a healthy environment in a world of expanding technology and would very much like to be a part of your team.

The fact that your firm is locally based and provides services to the Inland Northwest is important to me since my family is indigenous to this area. As an environmentally conscious individual, I believe that my training in the field of environmental biology would be an asset to your company. I have recently completed my B.S. degree in environmental biology with a minor in planning. My extensive laboratory experience in biology and general chemistry would be beneficial in fulfilling the requirements of this position. I also have researched specific types of industrial pollutants, their sources, and environmental effects on particular locations. This research was accomplished by actual field work.

The enclosed resume will provide in more detail my capabilities and educational background.

I feel confident that my education and initiative will fulfill your expectations for the environmental research assistant's position. I am available for an interview at your convenience. You may reach me in the afternoon by calling (509) 555-4334. I look forward to meeting you in the near future.

Sincerely,

Tom P. Shields

Enc.

SECTION VIII: WHEN TO DISCLOSE YOUR DISABILITY

Most job seekers with disabilities have thought about when and if they should disclose their disability. Whether you disclose or not is a personal issue and only you can decide when, how or if you will disclose. However, the following guidelines may help you deal with this issue. The first rule of thumb is "Disclose at the point that will be most advantageous to your being selected for the position."

The cover letter and resume are not the best places to disclose a disability unless the employer would see the disability as positive for hiring. Some examples include:

- agencies that serve persons with disabilities,
- companies that receive federal grants, or
- companies that have a policy for hiring persons with disabilities.

Be sure to research the company and know its hiring practices.

If you have a hidden disability and it will not affect your ability to perform the essential functions of the job, there is no need to disclose. If you have a learning disability and you need to use alternative training methods, you may state to the employer "I learn best when . . ." You are the best judge of your most effective learning style. You wouldn't have made it through college if you had not learned how to compensate for your learning disability.

Once you secure an interview, if you are in need of accommodations (for example, wheelchair accessibility, a sighted guide or other accommodation for the interview), you must inform the company to assure accessibility. The rule is to disclose only after you have had the opportunity to point out some of your skills and abilities and the time and place for the interview have been established. After setting up the time and place for an interview, you might say "I use a wheelchair. Could you tell me where I will find the accessible entrance?" or " I have a visual impairment and may need a guide to orient me." If the secretary calls to set up the interview, do not disclose to the secretary: call the employer or interviewer back and disclose with a carefully prepared script.

SECTION IX: THE JOB INTERVIEW

PREPARING FOR THE JOB INTERVIEW

Being prepared for the job interview means knowing the company, the position, and your abilities to perform the work. Have a clear understanding of your abilities and any accommodations needed for you to perform the work for which you're applying. Practice discussing your abilities in a mock interview situation either with a friend, relative or a job placement specialist.

- Write out how you will disclose your disability and practice the disclosure.
- Avoid medical terms and do not give medical history
- Keep the disclosure brief - remember the employer is only interested in whether you can do the job.
- Keep the disclosure job related
- Point out abilities developed from living with a disability.

During the job interview you should take the initiative in discussing the accommodation needed to perform the basic functions of the job. You need to be prepared to say, "These are the accommodations I will need to perform the duties of this job. Here are the cost and the names of places where the device or accommodation can be purchased." or "The accommodation needs that I have will not cost the company any money. We simply need to remove the desk drawer so my wheelchair will fit under it.

BEFORE THE JOB INTERVIEW YOU SHOULD:

- Spend time getting advice from others on your appearance (makeup, haircut, hairstyle, manicure).
- Dress conservatively.
- Be conservative on accessories such as jewelry, purse, shoes and make sure they match
- Dress one step above what you would be expected to wear in this kind of work every day.

- Ask another for feedback on your handshake.
- If you use a wheelchair, make sure it is clean and well maintained
- Sit in front of a mirror and talk to yourself. Notice whether or not you are sitting up straight with your hands in your lap. Ask yourself a stressful interview question and answer it. Watch for nervous habits.
- Ask a friend to critique your posture and eye contact and give you constructive feedback.
- If you use a wheelchair, observe yourself and make sure you don't lean to one side in the chair or lean your head on your hand. (This can be distracting to an interviewer.)
- If you use a guide dog, make sure the dog is well groomed.
- If you are hearing impaired or deaf and you read lips, prepare a statement and practice delivering it in a positive casual manner. "I hope you won't mind speaking a little slower and looking at me; that helps me have full communication.

SPECIAL CONSIDERATIONS FOR PERSONS WHO HAVE A VISUAL IMPAIRMENT OR BLINDNESS*

Ask a sighted person to check your clothing for appropriateness before going to the job interview. You may want to develop a code for marking clothing on the inside with small pieces of Velcro cut in various shapes. This system lets you know which items you have selected to wear.

SPECIAL CONSIDERATIONS FOR APPLICANTS WHO USE WHEELCHAIRS

Persons who use wheelchairs require special alterations in their dress clothes to obtain a neat seated appearance. Suits may be purchased at regular clothing stores and altered for a seated fit. Clothing that is specially designed to fit in a seated position can be bought from mail order catalogues that specialize in clothing for wheelchair users.

Clothing that is designed to look neat in a seated position include unique features. The suit jackets are cut shorter to stay flat when seated and have back shoulder action pleats for ease of movement and comfort. The slacks have front pleats for style and elastic back waistbands to prevent trousers from sliding down. The slacks also have hidden inseam pockets on the side and behind-the-calf welt pockets. Skirts are smoothly

tailored across the front, have elastic waistbands, hidden Velcro side openings and come in ankle lengths.

To obtain information or catalogues see the Yellow Pages of the telephone directory under Hospital Equipment and Supplies. Ordering clothes or buying ready made items that must be altered takes time. Plan ahead to be ready for the job interview.

A clean, well maintained wheelchair is important in the job interview and in the workplace. Form the habit of routine chair inspections to see if the wheels and frame are free of rain spatters and dirt. If you need assistance, ask a friend or your attendant to inspect your chair and provide a wipe down. Be sure to keep arm rests and other areas that receive constant wear in good repair. Also, if push gloves are used, be sure the gloves worn to an interview are neat and not frayed or worn.

* Reprinted with permission of Mississippi State University

DURING THE JOB INTERVIEW REMEMBER TO:

- Arrive on time
- Know ahead of time the points you want to emphasize and make sure you emphasize them
- Pay scrupulous attention to etiquette
- Show a willingness to do something extra
- Be polite and enthusiastic
- Make sure the conversation goes two ways
- Maintain positive eye contact

—If you are visually impaired

- Direct your face to the voice of the person who is speaking

—If you are visually impaired and use a cane

- Fold it quietly away or place it by your side. Do not touch or handle the cane; interviewers who are sighted may find this distracting. Such behavior may also indicate you are nervous, and you want to appear self confident.

QUESTIONS THAT YOU SHOULD BE PREPARED TO ANSWER IN AN INTERVIEW:

The interviewer's objective is to determine if you have the education and background to effectively perform the essential duties of the position for which you're applying. In addition, he or she will want to learn if you have the personal qualities that will fit with the organizational climate. You should practice answering the following employment related questions with someone who can evaluate your responses.

Past experiences:

* What experiences have prepared you for this work?
* What are your general credentials for this job?
* How do you feel about your educational preparations?
* What jobs have you had in the past, and how do they apply to the position you seek with us?
* What duties and responsibilities have you had with your past employer(s), and what were the demands of the job(s) in terms of precision, accuracy, quantity, reactions to emergencies, dealings with other people, creativity, and closeness of supervision?
* Can you give me examples from your previous work history that reflect your levels of motivation?

Personal qualities:

* Describe yourself using five words.
* What attracted you to your major?
* Tell me about yourself. (Origin, past residences, travels, future intents, etc.)
* Do you work well with people? Give specific examples.
* What qualities should a successful supervisor or worker demonstrate?
* What kind of people do you enjoy working with?
* What are your major strengths?
* What causes stress in you? How do you manage stress?
* List the most important factors for job satisfaction.
* What have you done that shows initiative and willingness to work?
* What are your primary strengths?
* Describe your greatest accomplishments. Your greatest defeat.
* How would you react to being asked to do something that was not a part of your normal job?
* What kind of leadership skills do you possess? Give examples that demonstrate your leadership abilities.
* What are your major weaknesses? What are you doing to correct them?

Interest in the organization:

* Why do you want to do this type of work? With this company?
* What are your future occupational goals?
* Why should we give you a job?
* Why are you applying for this job?
* Where do you hope to be professionally in five years?
* What do you know about our firm? How did you find out about our company?
* Why do you think you would like to work for our company?

COMMON SHORTCOMINGS OF INTERVIEWEES

Preparation:

* Poor personal hygiene and appearance.
* Is late for the interview.
* Has not done his/her homework for the interview.

Communication:

* Says bad things about former employers.
* Displays a lack of initiative.
* Is unable to concentrate.
* Is unable to express himself/herself clearly.
* Is impolite or rude.
* Lacks maturity.
* Is evasive in answering questions.
* Has a persecuted attitude.
* Is arrogant or is intolerant.
* Over sells.

Enthusiasm:

* Shows lack of interest or enthusiasm in the interview.
* Lacks a firm handshake.
* Is negative.
* Is only concerned with what the company can do for him/her, lacks concern for the company.
* Lacks a goal and long-range objectives.
* Is inflexible on geographical preferences or other restrictions.
* Shows lack of planning for career.
* Lacks sincerity.
* Is overly concerned about the salary and benefits.

DISCRIMINATION IN THE JOB INTERVIEW

You may feel an employer is discriminating against you because of your disability. Discrimination does occur, not only against people with disabilities but against most groups: ethnic minorities, persons with certain religious beliefs, women, people of same sex orientation, and white males. This list covers most people.

Discrimination does happen, and you may be asked illegal questions in the job interview. Basically, interviewers can only ask questions that relate to your ability to perform the work for which you are applying. This author believes that illegal questions often are asked because the interviewer is uninformed. The interviewer is sometimes seeking job related information. The interviewer might ask, for example: "Do you have any children?" The employer is probably wanting to know if you will have attendance problems. A good response might be, "You're probably wondering if I will have good attendance on the job. In the past two years I have only missed one day of work." Or you may be asked a question relating to your disability that is flat out illegal and isn't remotely job related, like, "I see you use a wheelchair, what happened to you?" You can simply answer the question, or you might respond, "How does that question relate to my ability to perform the duties of the job?" You could also say, "Do you realize that you just asked an illegal question?" However, if you truly want the job, you may not want to use those responses as they could alienate the interviewer. A diplomatic response might be, "Although I use a wheelchair, this does not prevent me from being a productive employee. So let's talk about the skills I will bring to your organization."

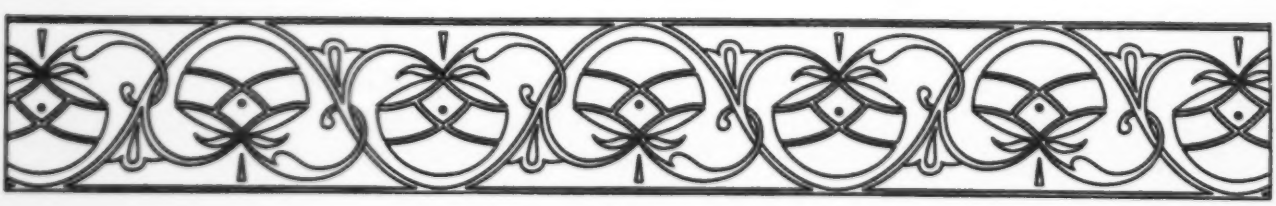
If you chose to file a complaint because you believe you have experienced discrimination, you may contact the human rights commission. A complaint must be filed within six months of the infraction.

CONCLUSION

At this point you will probably agree that career decision-making and the job search are a lot of work. However think about how much time, energy and money went into completing your degree. If you realize from the start that the job search will probably take several months and a lot of energy and enthusiasm, you should be able to put the inevitable day-to-day discouragement's in their proper perspective. A strategic approach is essential to ensuring success in selecting and being selected for your most appropriate job. Set daily, weekly and monthly goals for yourself. Reward yourself when you have reached one of those goals with a day off or by treating yourself to your favorite lunch.

Your ultimate success will depend on the amount of effort you are willing to devote to finding a job. You will need to make dozens of contacts with employers, but it just takes one contact to result in the perfect job. The four most important ingredients in your search are PLANNING, MOTIVATION, ENTHUSIASM AND FLEXIBILITY.

GOOD LUCK WITH YOUR WORK SEARCH!



SECTION X: RESOURCES

NATIONAL RESOURCES

American Council of The Blind
1010 Vermont Avenue NW
Suite 1100
Washington, DC 20005
202-393-3666

Architectural and Transportation Barriers Compliance Board
1111 18th St NW #501
Washington, DC 20036
800-872-2253

Congressional Intern Program
Congressional Intern Office
300 New Jersey Avenue SE
Room 103
Washington, DC 20515
202-226-3621

Association of Collegiate Entrepreneurs
Campus Box 147
Wichita State University
Wichita, KS 67208
316-689-3000

AHEAD Association on Higher Education and Disability (National Resume Database for Students with Disabilities)
PO Box 21192 Columbus, OH 43221-0192
614-488-4972 (Voice & TDD)

Foundation on Employment and Disability
3820 Del Amo Boulevard
Suite 304
Torrence, CA 90503
213-214-3430

Handicapped Assistance Loan Program
U.S. Small Business Administration
1111 18th Street NW
Room 625
Washington, DC 20416
800-368-5855

Job Index
American Foundation for the Blind
15 West 16th Street
New York, NY 10011
800-232-2000

President's Commission on White House Fellowships
712 Jackson Place NW
Washington, DC 20503
202-395-4522

Job Accommodation Network
West Virginia University
809 Allen Hall
PO. Box 6122
Morgantown, WV 26506
800-526-7234

National Center on Employment of the Deaf
Rochester Institute of Technology
Department of Education
PO. Box 9887
Rochester, NY 14623
Voice: 716-475-6219
TDD: 716-475-6205

President's Committee on Employment of People with Disabilities
1331 F Street NW # 300
Washington, DC 20004
202-376-6200 (Voice)
202-376-6205 (TDD)

Project with Industry

Rehabilitation Services Administration

U.S. Department of Education

Switzer Building

Room 3320

330 C Street SW

Washington, DC 20201

202-732-1333

U.S. Employment Opportunities

Washington Research Associates

PO. Box 32096

Washington, DC 20007

703-276-8260

SPOKANE AREA RESOURCES THAT SERVE PERSONS WITH DISABILITIES

ARC of Spokane
W. 127 Boone Ave.
Spokane, WA 99201
328-6326
An agency that serves all persons with disabilities, including: financial management, day recreation programs, community access programs, employment services, advocacy, guardianship services and residential services.

American Cancer Society
N. 900 Maple
Spokane, WA 99205
326-5802
A nationwide community-based volunteer health organization dedicated to eliminating cancer as a major health problem through research, education and service.

Cancer Patient Care
N. 1010 Atlantic
Spokane, WA 99201
328-0884
An agency that provides individually tailored emotional, educational, financial, medical and social services to cancer patients and their families and provides education, screening and awareness to the general public.

Career Path Services - Work Experience for Adults
N 1020 Washington, 2nd floor
Spokane, WA 99201
A private non-profit organization offering job training for Spokane's disadvantaged people age 18 and over. Persons with disabilities must be referred through the Division of Developmental Disabilities. (listed below)

City of Spokane, Parks and Recreation
W. 808 Spokane Falls Blvd.
Spokane, WA 99201-3317
625-6245
An organization that provides year sound recreational opportunities for people with disabilities and gives people the opportunity to experience positive use of leisure while developing life time skills.

Client Assistance Program
S. 130 Arthur
Spokane, WA 99202
533-2148 (Voice & TDD)
A program that provides advocacy, information and referral to people with disabilities. This program serves persons eligible for service through the Division of Vocational Rehabilitation, Division of Service to the Blind, Independent Living Program and Projects with Industry.

Coalition of Responsible Disabled
N. 908 Howard
Suite #10
Spokane, WA 99205
326-6355
A non-profit, membership organization dedicated to empowering the quality of life and self-determination of persons of disability. CORD's primary goal is to promote independent living.

Community Mental Health
S. 107 Division
Spokane, WA 99202
838-4651 (voice)
624-0004 (TDD)
An organization that provides counseling and emergency mental health care for children, youth and adults. Walk in or call. Sliding fee scale and medical coupons accepted. (see SEER)

Deaconess Diabetes Education Center
W. 800 5th Ave.
Spokane, WA 99204
458-7142
A center that provides diabetes self-care education and support to the person with diabetes and their families. It also provides community and professional programs.

Division of Developmental Disabilities
W. 1611 Indiana
Spokane, WA 99205
456-2893
An agency that offers vocational, recreational and social therapy and services to persons with physical and mental disabilities. It also provides planning and referrals to other community resources. Their disabilities must have occurred before the age of 18.

Division of Vocational Rehabilitation
E. 901 2nd Suite 300
Spokane, WA 99202
533-2279

Division of Vocational Rehabilitation (Valley Office)
N. 112 University Rd.
Suite 301
Spokane, WA 99206-5288
921-2370
An agency that provides counseling and guidance to prepare persons with disabilities for employment. It may also provide job training.

Eastern Washington Center for the Deaf & Hard of Hearing
N. 1206 Howard
Spokane, WA 99201
328-9220 (Voice)
328-3772 (TDD)
A center that offers services and programs that promote the general welfare and independence of deaf and hard of hearing individuals and promotes a better understanding of the issues of the deaf and hard of hearing by the general public.

Employment Security/Spokane Job Service
130 S. Arthur
Spokane, WA 99202
533-2000 (recorded message)
A state agency that provides job information, employment referral and employment and training programs. This office also handles unemployment insurance claims for qualified individuals.

Family Service Spokane: Epilepsy Program
S. 7 Howard, #321
Spokane, WA 99204
838-4128
A network that helps put families in touch with one another so that families facing epilepsy can benefit from the experience of others who have dealt with similar challenges.

Hands Up to Hear (HUH), Spokane Community College
N. 1810 Greene St.
Spokane, WA 99207
533-7169 (Voice & TDD)
A program that promotes student awareness of hearing impairments.

Human Rights Commission
W. 905 Riverside, Suite 416
Spokane, WA 99201
456-4473
A commission that takes complaints about discrimination in employment, housing, insurance, credit and public accommodation. Persons must file complaints within six months of the incident.

Lilac Blind Foundation
N. 1212 Howard
Spokane, WA 99201
328-9116
A foundation that provides basic services which encourage independent living and vocational rehabilitation to vision-impaired individuals. The foundation also provides specialized equipment and aids for vision-impaired individuals and promotes community awareness through public education for the integration of vision-impaired persons into the community.

National Federation of the Blind
N. 707 Garland
Spokane, WA 99207
487-0809
A federation that strives to integrate the blind into society on the basis of equality.

National Multiple Sclerosis Society, Inland Northwest Chapter
E. 818 Sharp
Spokane, WA 99202
482-2022
A society that funds research and provides services for education and promotion of public policy development of behalf of the 1/3 of a million Americans who have M.S. and their families. There are 1,800 persons with M.S. in the Inland Northwest.

National Rehabilitation Association; Granger & Associates
E. 124 Augusta Suite 700
Spokane WA 99207
324-1772
An association that is dedicated to ensuring that people with disabilities have equality of opportunity to live, work and play in communities of their choice and in advancing the quality and growth of the rehabilitation profession.

Occupational Options, Inc.
PO Box 141952
Spokane, WA 99214
922-5141
A corporation that provides assistance to people with disabilities in accessing social security work incentives, including plans for achieving self-support (PASS) and impairment-related work expense (IRWE)

PACE Services (People Accessing Career & Education)
N. 4410 Market St. MS # 1050
Spokane, WA 99207
533-7273
A service that provides an alternative to higher education for adults with cognitive disabilities. Vocational support services are offered, as well as classes in career development, interpersonal skills, life skills, physical conditioning and computer work skill building. (see SEER)

Phobias Anonymous
E. 2220 11th
Spokane, WA 99203
534-1845
An agency that provides a 12-step recovery program that deals with panic and anxiety attacks.

S.L. Start & Associates, Inc.
West 25 Nora
Spokane, WA 99205
328-2740 (ext. 370 for TDD)
An organization that manages a variety of residential and employment programs designed to meet the needs of individuals with disabilities and disadvantaged youth.

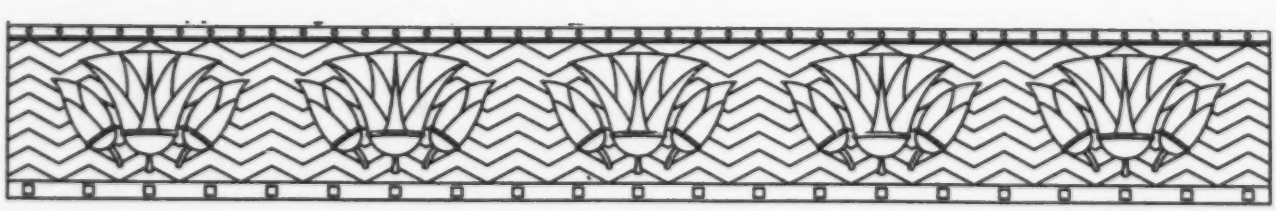
Services for the Blind
W. 55 Mission # 101
Spokane, WA 99201
456-4458
An agency that provides rehabilitation services for the blind.

Spokane Aids Network
W. 1613 Gardner
Spokane, WA 99201
326-6070
A network that offers support services for individuals with AIDS and their families.

Social Security Administration
E. 811 Sprague "A"
Spokane, WA 99202
353-2499
An agency that administers Social Security and Supplemental Security Income programs. The SSA also will provide information on making the transition from school to work without loss of benefits.

Supported Education Enhancing Rehabilitation (SEER)
Institute for Extended Learning
N. 4410 Market Street
MS #1050
Spokane, WA 99207
533-7273 (voice)
533-3293 (TDD)
A program for people with serious and persistent mental illnesses. SEER provides ongoing supports that assist people with mental illness in participating in post-secondary educational opportunities such as: skill building, career development, vocational preparation and higher education. It is a joint effort of PACE Services (Community Colleges of Spokane), The Spokane Mental Health Center, and the Division of Vocational Rehabilitation.

Wheelers & Dealers
W. 1825 Gardner
Spokane, WA 99201
327-3417
A group of entrepreneurs with disabilities who are independent business owners.



EMPLOYMENT HOT LINES

SPOKANE AREA

Boeing/Spokane.....(509) 623-8700
City of Spokane.....(509) 625-6161
Community Mental Health.....(509) 458-7460
Deaconess Medical Center.....(509) 458-7409
Fairchild AFB.....(509) 247-2132
Fairchild Air Force NAF.....(509) 247-2625
Group Health.....(509) 838-3390
Guardian Insurance.....(509) 468-6021
Medical Service Corporation.....(509) 536-4619
Sacred Heart Medical Center.....(509) 455-3192
Spokane County.....(509) 328-0590
Spokane County Health.....(509) 324-1506
Spokane Transit Authority.....(509) 325-6084
Washington Water Power.....(509) 482-4281

AREA SCHOOL DISTRICTS

School District 81....(509) 353-5459
School District 354 Mead.....(509) 468-3193
School District 356 Valley....(509) 922-6936

HIGHER EDUCATION

Community Colleges of Spokane.....(509) 533-7429
Eastern Washington University.....(509) 359-4390
Gonzaga University.....(509) 484-6816
Washington State University.....(509) 335-7637

FEDERAL AND STATE JOBS

Idaho State.....(208) 334-2568
Washington State (Spokane).....(509) 456-2889
Washington State.....(800) 424-4548
Federal Jobs - Office of Personnel Management.....(206) 220-6400
U. S. Post Office.....(509) 626-6896

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